



(CANADA)

LIBRARY

AUG 17 1965

UNIVERSITY OF TORONTO

REFERENCE PAPERS

Canada, External Affairs, Dept. of.
INFORMATION DIVISION

(DEPARTMENT OF EXTERNAL AFFAIRS)

OTTAWA - CANADA

No. 115

(Canadian Technical and Educational Assistance Training Programmes)

TECHNICAL and educational assistance formed a small part of Canada's aid activities during the ten years following the introduction of the Colombo Plan in 1951. In fact, less than 3 per cent of official Canadian aid funds for the Colombo Plan were devoted to assistance of this sort. About 1960, however, there was a significant shift of emphasis in the aid programmes of donor countries in general, and of Canada in particular, toward more help with various types of educational projects. This change reflected the increased importance attached by many developing countries, especially in Africa, to the expansion and improvement of their educational facilities. It was a recognition of the vital importance to the economic growth of developing countries of adequate supplies of trained manpower.

The change is partly indicated by the increase in the number of training programmes financed by the Government of Canada for students of the developing countries of Africa, Asia and the Caribbean area. The number of programmes has risen from just over 700 in 1960 to about 1,800 in 1964. As a result of this expansion and of the increase in the size of other programmes of technical and educational assistance, including the provision of teachers, professors, and educational advisers, expenditure in the fiscal year 1963-64 on all technical and educational assistance amounted to about \$8 million.

Main Types of Award

There are two kinds of training award available to candidates under the Canadian aid programmes. One is a scholarship for study or training in a recognized educational institution. The second is an award for observation and study or internship in a setting other than academic.

The awards include a monthly stipend to cover the costs of reasonable board, room and incidental living expenses, all tuition and other compulsory university fees, allowances for books, equipment and clothing, and free medical and necessary dental care (provided through hospitals and clinics run by the Department of Veterans' Affairs). Also included are air transportation both ways between a scholar's home country and Canada and allowances for travel within Canada when this is required by the course of studies.

Choosing Candidates

A training award is negotiated bilaterally between the Government of Canada and the nominating government, and is "responsive" in nature, as in all Canada's

programmes of technical assistance. It is the responsibility of the overseas government to request a specific form of training in Canada and to choose and nominate the candidate or candidates to undertake the training. In choosing candidates for university study in Canada, the nominating authorities are, of course, guided by the admission requirements of Canadian universities. This usually means that a candidate for under-graduate study must have upper-school standing, with good grades in required subjects. A candidate for graduate study at a Canadian university is required to have a first degree in a related field. Candidates for programmes of observation and study or internship in a particular profession or occupation are required to have professional degrees or training and enough experience in their fields of specialization to enable them to benefit from the training their governments have asked Canada to provide.

Academic programmes are available at all levels except elementary and secondary school. Diploma and under-graduate programmes of one to four years, and graduate and post-graduate programmes, are offered in all fields. The External Aid Office, which is responsible, with the assistance of an advisory committee of prominent faculty members from Canadian universities and officers of various government departments, for the operation of Canada's official aid programmes, screens applications for university training to ensure that candidates possess the required qualifications.

Non-Government Co-operation

In organizing practical training programmes, the External Aid Office requests the co-operation of one or more Canadian organizations concerned with the field of activity in which the candidate is to study. The period of training is arranged to accord with the host organization's convenience, at the same time providing an opportunity for the student to become familiar with its procedures and processes and so to acquire new knowledge and skills. Such practical training and observation may take a maximum of two years or a minimum of about three months; the average duration is about six months. Awards have been made for study in nearly all fields and the training programmes depend for their success on the co-operation and assistance of Canadian commercial establishments, private organizations and associations, and government agencies at all levels. Training has been arranged for people in all walks of life, including deputy ministers of government departments, senior engineers, corporation managers, scientists, junior public administrators and craftsmen.

In 1963, for the first time, since skilled and sub-professional areas of training are an important aspect of manpower, one-year or two-year trade and sub-professional programmes were offered. Sub-professional or technician training programmes in Canada usually last two years at the post-secondary level. Graduates of these courses normally serve as assistants to engineers and other professional personnel. This middle-level manpower training is available in Canadian institutes of technology in engineering, business administration, agriculture and health. As part of these arrangements, an extra year of teacher training has been offered, to follow the normal period of technical training.

Group Training Programmes

Since individual training is difficult to arrange and administer, the results in some instances fall short of expectations. In recognition of this difficulty, the External Aid Office has organized group training programmes whenever it is possible and

justified by the volume of requests. At present, four group programmes are available on a continuing basis: Community Development – Coady Institute, St. Francis Xavier University; Co-operatives Development – Coady Institute and Western Co-operative College, Saskatoon; Public Administration – Carleton University; and Labour Leader Training – Labour College of Canada, Montreal. It is intended that other group programmes shall be organized as quickly as circumstances warrant. Of special note is a steel-production training programme, arranged by the External Aid Office and jointly conducted by an Indian steel company and a Canadian steel producer. Over a three-year period, 200 engineers and technicians are being trained in specialty-steel production techniques in the Canadian plant. In this case, India provides international transportation and Canada provides for the maintenance of the trainees in Canada from Canadian Colombo Plan funds. The training itself is the contribution made by the participating company.

The final aim of training programmes is the development of an indigenous training capability in the developing countries that will help them become self-sufficient. Emphasis has been placed on those types of training most likely to serve this purpose. From the beginning, special attention has been paid to the training of individuals who will serve as instructors in their home countries. More than half the persons trained in Canada have been in this class. Assistance has also been given to educational institutions that meet regional needs. For example, training programmes have been arranged for scholars and trainees who will serve on the staffs of such institutions as the Malaya Technical Teacher Training College and the University of the West Indies, both of which are training students from the general region in which they are located. Furthermore, training programmes have been combined with other forms of assistance in comprehensive projects that are likely to have the maximum impact on the development of recipient countries. For example, Canada has provided a Trades Training Centre in Ghana with advisers to undertake a feasibility study, as well as with equipment, staff and training programmes for Ghanaians who will eventually do the teaching now being done by Canadians.

High Level of Adaptability

Despite the fact that most of the students have come from tropical and sub-tropical regions, they have adapted remarkably well to life in Canada, which often differs considerably from life in their homelands, and more than 95 per cent have successfully completed their programmes. Of the 5 per cent who have failed, few could be criticized for lack of effort or application. Some have had to return home because of health or family problems, or because their government had to recall them for urgent reasons related to their work. A very few, certainly not more than 2 per cent, have had their awards withdrawn because they have been unable to complete a course of university study at the level they were attempting. Many of the successful students have attained a notable degree of scholarship, winning the highest honours and awards in competition with their fellow students from Canada and other countries. Those participating in training and observation programmes in industry and commerce have impressed their hosts with their zeal and determination as well as with their competence and knowledge. Some have been able to make suggestions that have effected improvements in techniques and methods employed by their Canadian hosts.

Administrative Tasks of EAO

The administrative task that the External Aid Office must undertake to bring these students to Canada is detailed and complex. Months before a student's arrival,

arrangements must be made for his admission to university or his attachment to one or several Canadian firms or government agencies, for fulfilling immigration, medical, passport and visa requirements, and for his transportation to Canada. On occasion, the institution at which the candidate will be studying may require evidence that he is capable of understanding instruction in English or French, in which case a test must be administered to him at home and the results transmitted to the host institution. If these arrangements are not completed in time, it may be necessary to delay the student's programme of training, which, in the case of university students, may have to be postponed for a full year.

Once the students have arrived at the Canadian institution where they are to study, they must be provided with the stipends and allowances already mentioned, and they will, of course, need assistance in orienting themselves to Canada and the Canadian way of life. Most students travel to their training centres by way of Ottawa and are briefed at the External Aid Office. They are advised and assisted in the purchase of appropriate clothing and other such matters, and informed of the nature and purpose of their training programmes, the responsibilities of the External Aid Office in relation to the programmes, and their own responsibilities and entitlements during their stay in Canada. These responsibilities include the submission of brief monthly reports and comprehensive final reports on completion of their training. They are counselled respecting the cost of living in Canada and the need for economy in expenditures for living accommodation, meals, clothing and various services. Every attempt is made throughout the initial interview to answer satisfactorily any questions the new arrivals may ask and to assist them in the solution of difficulties that may have arisen during their journey to Canada, such as loss of baggage or tickets and similar matters. The success of a training programme depends in no small measure on ensuring the welfare of the student while he is in Canada. The External Aid Office is assisted in this endeavour by the Canadian Service for Overseas Students and Trainees (*see* SOST). This organization, which is represented across the country, helps the students to adapt to Canadian customs and to deal with the day-to-day problems they may face in an unfamiliar society.

Smoothing the Trainee's Path

Every effort is made to ensure that the student achieves the object of his training in Canada and that he is given full opportunity to complete his programme. Sometimes this requires communicating with his home government to seek its concurrence in the revision or extension of his programme. Occasionally arrangements are made for additional coaching and instruction in English or French or in other subjects in which a student may be deficient.

Finally, a few months before the student is due to return home, he is given information concerning the submission of his final report and the itinerary for his return journey. He is advised that he is entitled to free sea shipment of books and personal effects he has acquired, over and above the free luggage permitted on his air journey. Everything possible is done to make sure that he leaves Canada free of worries and satisfied with his visit.

The External Aid Office has also arranged training for about 1,000 students whose visits to Canada were sponsored by the United Nations Bureau of Technical Assistance Operations, UNESCO, and other Specialized Agencies. In addition, over 900 programmes have been arranged for students sponsored by the United States Agency for International Development (AID), the United States counterpart of the External Aid Office. In these cases, the EAO makes the administrative arrangements for the programmes but the costs are borne by the sponsoring agency.

Commonwealth Scholarships

In addition to the aid programme awards, students are brought to Canada under the auspices of the Commonwealth Scholarship and Fellowship Plan. Canada proposed this scheme at the Commonwealth Trade and Economic Conference held in Montreal during 1958. The aim of the proposal was to provide greater opportunity for Commonwealth students to pursue advanced studies at the universities of other Commonwealth countries, thereby promoting the equality of educational opportunity at the highest level throughout the Commonwealth. These awards are intended for men and women of high intellectual promise who may be expected to make a significant contribution to their own countries on their return home. The general outlines of the scheme were established at the Commonwealth Education Conference at Oxford in 1959, and the first awards were made in 1960. Though this is primarily a programme of scholarly exchange, it is nevertheless of particular benefit to the developing members of the Commonwealth, which gain additional access to the educational facilities of the more-developed members.

The responsibility for the plan in Canada rests with the External Aid Office and the Canadian Commonwealth Scholarship and Fellowship Committee, composed of members from representative universities. The former undertakes the administration of its financial aspects and the Committee advises on and assists with the academic aspects of the plan and, in particular, arranges for the choice and placement of scholars in Canadian universities. The Canadian Universities Foundation provides secretariat services for this Committee.

The goal of this plan was to have 1,000 scholarships current throughout the Commonwealth in any academic year. Of this total, Canada agreed to provide a quarter and, of the scholarships that have been awarded for study in Canada, about 80 per cent have been to students from the developing countries (38 per cent to Asians, 19 per cent to Africans, 13 per cent to Caribbean students and 10 per cent to students from other developing areas). The Plan's operation was reviewed at the Third Commonwealth Education Conference, held in Ottawa during 1964. The delegates to the Conference noted that the goal of 1,000 scholarships was within sight, and that the awards made under this Plan had won an enviable reputation in the academic world in a remarkably short time.

The Secretary of State for External Affairs, the Honourable Paul Martin, announced at the Conference that Canada would now introduce senior fellowships as a part of this scheme. It is envisaged that these fellowships will be of two types: research fellowships for university professors, who would normally remain in Canada for a full academic year, and short-term visiting fellowships for senior educationists, who would visit Canada for more limited periods, usually up to four months. Arrangements are now being made to launch this new programme, and it is expected that a number of awards will be made during the current year.

Training in Canada has undoubtedly made a valuable contribution to increasing the supply of skilled manpower in developing countries. Of even greater importance, however, are direct efforts to strengthen local and regional educational institutions. Consequently, Canada has placed high priority on helping construct, equip, and staff universities, technical schools and institutions, teacher-training colleges and secondary schools. While more and more emphasis will be placed on local training, it appears that, in the immediate future, there will be a continuing need for training in Canada. There may, however, be greater concentration on post-graduate, group and teacher training. Despite changes in the nature of the programmes, their success will continue to depend in large measure on the co-operation of the public and private institutions in Canada that make their facilities available for the training of students from overseas.

3 1761 11551978 7

